

VTAAP FORM 4: CURRICULUM ACCESS AND INSTRUCTION RECORD (CAIR) - Science

SECTION A: GRADE-LEVEL GENERAL EDUCATION CURRICULUM CONNECTIONS

1. In what ways do Special and General Educators collaborate to plan for instruction that provides the student with access to the General Education Curriculum?

- ☐ **face-to-face meeting:** co-plan whole-class activity; team (not IEP) meeting; planning meeting
- ☐ **indirect meeting:** phone conference; email exchange; video conferencing
- ☐ **exchange of lesson materials:** share specific lesson plans ahead of time
- ☐ **exchange of content area activities and/or materials:** share content area themes; access classroom website; observation of similar grade-level content area class
- ☐ **no collaboration** at this time

2. What is the format used to adapt the Grade-level General Education Curriculum?

- ☐ **structured planning form:** instructor(s) records information for Team reference (e.g. Student Access Map, SETT, Participation Model)
- ☐ **informal planner:** instructor records information for personal reference
- ☐ **no adaptation** is being done at this time

3. In what learning environment/context will the opportunities for shared academic and incidental learning in Science most often occur?

- ☐ grade-level peers engaged in science instructional activities
- ☐ at least one grade-level peer engaged in science instructional activities
- ☐ peers from adjacent grades engaged in science instructional activities
- ☐ no peers during most science instructional activities

SECTION B: INDIVIDUALIZED INSTRUCTION

1. How often is individualized instruction provided for the Science program?

- | <i>Number of minutes</i> ____ | <i>Number of times</i> ____ | <i>Per</i> ____ |
|-------------------------------|-----------------------------|-----------------------------|
| <input type="radio"/> 90 | <input type="radio"/> 5 | <input type="radio"/> day |
| <input type="radio"/> 60 | <input type="radio"/> 4 | <input type="radio"/> week |
| <input type="radio"/> 45 | <input type="radio"/> 3 | <input type="radio"/> month |
| <input type="radio"/> 30 | <input type="radio"/> 2 | |
| <input type="radio"/> 15 | <input type="radio"/> 1 | |

SECTION C: INSTRUCTIONAL PLAN

1. Which of the following statements regarding an Instructional Plan for the Science program are true? (check all that apply)

- ☐ a written plan is easily accessible to instructors
- ☐ the plan includes necessary materials and supports
- ☐ the teaching process is clearly outlined

- ☐ permissible prompts and error correction procedures are detailed
- ☐ student response targets are clearly defined
- ☐ a data collection system is established
- ☐ a systematic plan for reviewing student progress is included
- ☐ a specific schedule for direct instruction (e.g. Instruction Map) is described
- ☐ a specific plan for fluency, generalization, and maintenance of the new skill is included
- ☐ a written Instructional Plan does not currently exist for the Science program

SECTION D: DATA COLLECTION AND INTERPRETATION

1. When was data last collected for any of the Science program GEs?

- ☐ today
- ☐ this week
- ☐ within last two weeks
- ☐ within the last month
- ☐ greater than a month

2. How often is student performance data typically collected for any of the Science program GEs?

- ☐ every session/multiple times per week
- ☐ weekly
- ☐ bi-weekly
- ☐ monthly
- ☐ greater than monthly

3. What is the general pattern of student performance seen in the collected Science data samples to date?

- ☐ achieved or close to achieved
- ☐ correct responses increasing; errors decreasing
- ☐ correct response rate highly variable; error rate unpredictable
- ☐ correct response rate mostly flat; error rate is unchanged
- ☐ correct responses at or near zero; high error rate
- ☐ samples not examined for patterns of student performance

4. What interpretation and decisions have been made about the Instructional Plan given the pattern of student performance indicated above?

- ☐ mostly achieved: work on maintenance, generalization, new task
- ☐ steady progress: continue current program as described
- ☐ limited/variable progress; make adjustments in instructional strategies/practices as necessary
- ☐ limited/no progress; make significant changes in instructional strategies/practices as necessary
- ☐ no interpretation or decisions made